

Pupil premium strategy statement

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This statement details our school's use of pupil premium (for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sandford Hill Primary
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	Ongoing
Statement authorised by	
Pupil premium lead	David Wardle
Governor / Trustee lead	Christopher Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,505
Recovery premium funding allocation this academic year	£32,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

Sandford Hill is a school community where tolerance, co-operation and respect for every individual and their family are central. Nobody will be left out and everyone will be treated with thoughtfulness and respect. This will enable all of our disadvantaged children (as well as our non-disadvantaged pupils) to thrive in a supportive, highly cohesive, learning community. **The achievement and high expectations of pupil premium pupils will be seen as everyone's responsibility.**

There is a high level of retention of teachers, leaders and other key staff and our aim is to maintain this. To do this, we will continue to focus on continually challenging teachers to professionally grow so that they are able to, confidently and effectively, explicitly teach, a knowledge rich curriculum which has the development of language, reading skills and digital technology at its heart. There will be a focus on teaching in small steps which are each directly instructed by the teacher. This approach will positively impact on the achievement of all of our learners but is especially important for our disadvantaged pupils. **A focus on high quality teaching** will be achieved in a supportive manner through an established professional development philosophy of improve not prove.

One of the most important things we can do for our young people is give them the security of routines and teachers who are secure in their role as the adult with the authority in the room. To achieve this will also require on-going training and support for adults and a school wide approach. At Sandford Hill relationships are everything. Indeed, this year we have transitioned from a Behaviour Policy to a Relationships Policy. Our view is that for our children growing up in a household where they lack sleep, food and secure housing then relationships become crucial for learning. Indeed the more trauma a young person has suffered the more absences they have had from education the more crucial is their relationship with the adults in our school. **A focus on the well-being of the child and high quality pastoral care for children and their family** will be highly prioritised within our strategy plan.

Pupil premium funding is allocated from the school budget each year as part of our 3-year plan. The stability in leadership at Sandford Hill will ensure that the approaches, which will be focused on pupil need, will be given the time to impact positively on strong pupil outcomes. The needs of our pupils will be identified through

- accurate assessment of pupils and met through early intervention
- a secure knowledge of the Sandford Hill community and the families whose children attend our school. Sandford Hill has an experienced staff some of who have
 - attended Sandford Hill as a pupil
 - lived in the Sandford Hill community
 - worked at Sandford Hill for the whole of their career
- a secure knowledge of the City agenda (and any National school plans e.g. education recovery)
 - "Room to Grow" Children and Young People's Strategy 2020 – 2024
 - Stoke-on-Trent Safeguarding Board annual priorities

Finally, when making decisions about allocating our pupil premium funding to meet the needs of an individual, we will also be aware that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for free school meals.

We will also, before targeting a resource, through our secure knowledge of a child and their family, be aware of the circumstances of an Ever 6 pupil which we know can vary greatly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Teaching and Learning</p> <ul style="list-style-type: none"> Pupils are strong with arithmetic and mental maths skills. Reasoning, problem solving, context driven questions involving interpretation is an area that pupils are less confident with. Exposure to these types of questions over time will help to build strategies, confidence and resilience in mathematics.
2	<p>An increased need for social and emotional support</p> <ul style="list-style-type: none"> The key findings from an Institute for Fiscal Studies report (16th August 2021) show a number of positive health benefits associated with the work of Sure Start Children's Centres. However, Sure Start has seen its budget cut by more than 60% since 2010. The absence of early intervention and family support through agencies such as Sure Start (and others) is being reflected in the social and emotional needs of many children who join Sandford Hill, aged 3, and other schools across our City Autumn Term 2021 assessment is showing that only 50% of all reception pupils are on track to achieve age related expectations at the end of the year in self-regulation, managing self, building relationships and listening and understanding. The Home Hub register currently shows that 28 out of 40 pupils accessing it are eligible for the pupil premium.
3	<p>Vocabulary gaps</p> <ul style="list-style-type: none"> Over the past years, the communication screening baseline assessment data shows that on entry to nursery around 50% of pupils are below their chronological age in communication. At the end of reception, data often shows that no disadvantaged pupils are working above the expected standard in reading and writing. Assessment has identified that the understanding of vocabulary and the ability to use words is a significant factor in disadvantaged pupils not achieving what non-disadvantaged pupils are able to attain at the end of early years.
4	<p>Access to digital devices</p> <ul style="list-style-type: none"> During lockdown our weekly contact with families showed that access to a device was a barrier for our pupil premium pupils. Where pupil premium children were identified as having access to a device more often the device was a mobile phone, the device had to be shared with other family members and the adults were less confident or able to support their child. Digital skills are becoming near-universal requirements for employment. Strategic Priority 7 of the Stoke on Trent and Staffordshire Local Enterprise is to ensure that young people are equipped with the digital skills required in the changing world of work. To prepare our pupils and give them the very best opportunity to support growth and productivity in the future, developing their digital skills as well as their ability to keep themselves online safe, we feel is essential.
5	<p>Opportunities outside school</p> <ul style="list-style-type: none"> Discussions with pupils indicate that experiences outside school are limited. Attendance of pupil premium pupils at extra-curricular clubs can be low. This negatively impacts on their vocabulary development and their knowledge of the wider curriculum. When faced with new challenges, observations show that pupils can be afraid to take part and the resilience of pupils can be low.
6	<p>Attendance</p> <ul style="list-style-type: none"> In 2017 - 2018, the rate of overall absence (3.70%) was below the national average for schools with a similar level of deprivation (4.38%). In 2018 - 2019 the rates of overall absence (3.6%) and persistent absence (5.4%) were in the lowest 20% of schools with a similar level of deprivation. However, there has been a negative impact on the rate of absence, and in particular, persistent absence since COVID. Indeed, our school's overall persistent absence percentage has increased greatly and although pupil premium persistent absence, was similar to that of non-pupil premium pupils it was, at 18.8%, significantly higher than the persistent absence percentage pre-COVID.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been

Intended outcome	Success criteria
1. To ensure that high quality teaching and learning is taking place across the school.	<ul style="list-style-type: none"> • Evidence-based strategies are confidently used by all teachers, in all subjects and are impacting positively on the achievement of pupils.
2. To further develop the provision of social and emotional learning.	<ul style="list-style-type: none"> • Disadvantaged pupils access tiered provision that supports their social, emotional and mental health needs, allowing them to thrive in the classroom.
3. To build, across the curriculum, the self-esteem, confidence and independence of pupil premium pupils by improving their language and comprehension.	<ul style="list-style-type: none"> • Effective teaching of vocabulary is supporting disadvantaged pupils to <ul style="list-style-type: none"> ○ read widely and with fluency and comprehension appropriate to their age; ○ write with effect; and ○ confidently access the curriculum. • Speech and language programmes ensure that gaps within early language skills of disadvantaged pupils are addressed and pupils achieve the Early Learning Goals in Communication and Language development. • Disadvantaged pupils become successful readers as a result of the effective teaching of phonemic awareness, decoding skills, reading fluency and comprehension strategies. • Improvements in speech and language and understanding of vocabulary allows disadvantaged pupils to write with purpose and to engage their audience with interesting and exciting choices of words.
4. To harness the pupils' use of digital technologies for enhancing learning opportunities.	<ul style="list-style-type: none"> • Digitally literate, disadvantaged pupils know how to keep themselves and others safe when using digital technologies. • Staff are able to confidently deliver new and innovative ways of teaching which is helping to close curriculum gaps between disadvantaged and non-disadvantaged pupils.
5. To enrich the lives of disadvantaged pupils so that at the end of their time at Sandford Hill Primary, our disadvantaged pupils have securely developed the personal qualities and the skills detailed in the school vision and values.	<ul style="list-style-type: none"> • Pupils, but especially disadvantaged pupils, experience a variety of educational visits and extra-curricular opportunities to develop their: <ul style="list-style-type: none"> ○ interests, skills and knowledge across the curriculum; ○ wider cultural capital; and ○ personal qualities (e.g. resilience) • Participation of disadvantaged pupils in extra-curricular activities increases (and the minimum percentage of pupils taking part in a club reflects the overall Sandford Hill pupil premium percentage).
6. To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high attendance from 2023 - 2024 is demonstrated by overall absence and persistent absence being in line or better than the Sandford Hill percentages pre-Covid.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Apply evidence-based strategies when teaching reasoning and worded problems in mathematics.</p> <p>Provide regular opportunities for teachers to work alongside Gareth Metcalfe.</p> <p>Provide an additional teacher in Year 5 and in Year 6 to support with the teaching of mathematics.</p> <p>Improve further, the SLT understanding of the different aspects of evidence-based research (cognitive science) and how this might be applied in the classroom.</p>	<ul style="list-style-type: none"> • EEF Metacognition and Self-Regulated Learning • EEF Special Educational Needs in Mainstream Schools • The Great Teacher Toolkit from Evidenced Based Education • EEF Cognitive Science Approaches in the Classroom <p>Evidence shows that poor teaching has a more negative effect on disadvantaged pupils than non-disadvantaged pupils. (Sutton Trust 2011 and Social Mobility Commission 2014 – ‘For poor pupil the difference between a good teacher and a bad teacher is a whole year’s learning.’)</p>	<p>1 and 4</p>
<p>Evaluate the impact of the wider curriculum on the vocabulary development of disadvantaged pupils in all year groups.</p> <p>Improve further, the teaching of reading through the implementation of a DfE approved systematic synthetic phonics scheme, and a focus on fluency and comprehension.</p> <p>Facilitate, daily, teacher-led phonic intervention in Years 1 and 2.</p>	<ul style="list-style-type: none"> • EEF Preparing for Literacy • EEF Improving Literacy in Key Stage 1 • EEF Improving Literacy in Key Stage 2 <p>Research by Hart and Risley 1990 demonstrated that, “Parents in professional families spoke 32 million more words to their children than parents in disadvantaged families between the ages of 0 - 3 years and this language gap between the ages of 0 - 3 years explains the vocabulary gap at age 3 and the reading and mathematics achievement gap at age 10.” Children from a word-poor context at a young age can have far reaching negative consequences. A restricted vocabulary as a young child goes on to correlate with factors in life such as employment, pay, health and well-being.</p>	<p>3 and 1</p>
<p>Support colleagues with the teaching of iPad skills and the children’s use of Pages, Numbers and Keynote.</p> <p>Further develop role of Digital Leader’s to support e-safety provision across the school and publish termly newsletter.</p> <p>Provide catch-up opportunities outside of school for Upper KS2 pupil premium eligible children to access learning at home.</p> <p>Implement the key EEF recommendations ‘Using Digital Technology To Improve Learning’ and become an accredited SMART Lumio teaching hub.</p>	<ul style="list-style-type: none"> • EEF Using Digital Technology to Improve Learning • EEF Working with Parents to Support Children's Learning 	<p>4 and 1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) **Budgeted cost:** £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of additional adults who are able to effectively deliver language intervention (Talk Boost and NELI) programmes.	<ul style="list-style-type: none"> The EEF report that the 2nd trial group of children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating 	3 and 1
Engage with the National Tutoring Programme	<ul style="list-style-type: none"> Tuition targeted at specific need and knowledge gaps can be an effective method to support pupils. 	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) **Budgeted cost:** £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to monitor the impact of the Relationships Policy on how pupils feel about attending school.</p> <p>Support the adults working with Tier 2 and Tier 3 pupils to enable them to effectively assess, plan for and teach a range of self-regulated strategies.</p>	<ul style="list-style-type: none"> EEF Improving Behaviour in Schools "Our strategies to address educational disadvantage will stand or fall based on the quality of the relationships we forge. Multiple studies have shown that where relationships across a schools are strong, the most disadvantaged pupils will thrive." Marc Rowland Page 45 Addressing Educational Disadvantage. 	2
<p>Undertake (Senior Inclusion Assistant) further external supervision sessions (2022-2023) to maintain ELSA accreditation.</p> <p>Use the expertise of the Mental Health Support Team to audit the school's tiered provision after which draft and implement a social, emotional and mental health action plan.</p> <p>Complete the ongoing project to repurpose a former classroom space into a sensory room.</p> <p>Identify and train pupils to become mental health ambassadors who promote their peers understanding of mental health.</p> <p>Critically review how we work with the parents of nursery pupils and implement actions to support the well-being and academic needs of pupils.</p>	<ul style="list-style-type: none"> EEF Improving Social and Emotional Learning in Primary Schools "A number of surveys have been undertaken both nationally and internationally to measure the prevalence of adverse childhood experiences. The results of two nationally representative population level surveys, (carried out in England and Wales) indicate childhood adversity is widespread, with 48% of adults in England and 47% of adults in Wales reporting experience of at least one type of adversity before the age of 18. Multiple (4 or more) adverse childhood experiences were reported by 9% of English and 13.5% of Welsh adults respectively." Annual report of the Director of Public Health. 	2
<p>Cascade the EVO training by ensuring that those who attended the training work 1-to-1 alongside colleagues when risk assessments are being completed.</p> <p>Review and update the school visits offer before making available to parents, through the school website, a brochure of core and wider school pupil opportunities and their purpose.</p> <p>Continue to make school visits accessible to all through the use of subsidies to reduce costs to parents.</p> <p>Develop an effective method of assessing the impact that a sequence of forest school activities has on the pupils who attend.</p>	<ul style="list-style-type: none"> It is well-researched and shown that pupils bring their own perceptions and emotional responses to learning environments built on their prior experiences and this can in turn affect both their cognitive ability to process ideas and their ability to pay attention. 	5
Purchase additional EWO time to support the work of our Home School Link Worker in monitoring and improving attendance.		6

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

TEACHING

Evidence-based strategies which have been shown to impact on pupil achievement are being applied by teachers when planning and teaching.

“All the history lessons observed started by referring back to the enquiry question and recapping of previous learning within the unit. Explicit teaching and modelling was also a key feature of the structure of the lessons showing consistency in the delivery of the history lessons. In all the lessons observed children were engaged in their learning.” Local Authority monitoring visit May 2022

“Children are immersed into phonics and reading from the beginning of their time in the Nursery and there is evidence that reading is a culture of EYFS. There is a structured and coherently planned sequence to the teaching of phonics to ensure that a phase is embedded before the children are moved onto the next phase. The schools programme includes appropriate resources and decodable books which are matched to pupils’ phonic knowledge. There is also a strong focus on the development of vocabulary throughout the curriculum. Children who have speech difficulties or poor vocabulary are identified early and the school has introduced the NELI programme this year to support these children.” Local Authority monitoring visit May 2022

Pupil premium reading outcomes July 2022:

- 13/21 Reception achieved the expected standard in reading;
- 17/25 Year 1 pupils achieved the phonics screening threshold;
- 18/25 Year 2 pupils achieved the phonics screening threshold;
- 16/25 Year 2 pupils achieved the expected standard in reading;
- 3/25 Year 2 pupils achieved greater depth in reading;
- 15/24 Year 6 pupils achieved the expected standard in reading; and
- 3/24 Year 6 pupils achieved greater depth in reading.

To ensure our pupil premium children are well prepared for the digital world that they are growing up, the use of technology to support teaching and learning is highly prioritised.

The iPad progression checklist, is embedded and children meet end of phase expectations (EYFS, Y2, Y4 and Y6). A Digital Leaders group has been created which has empowered pupil premium children from each class to become ‘Digital Champions’. The children meet weekly, have produced a page for the school newsletter and also delivered an assembly during National E-Safety Day.



The key EEF recommendations ‘Using Digital Technology to Improve Learning’ have been implemented whilst focussing on enhancing learning, specifically through development of the use of SMART Lumio and Keynote. SMART Lumio offers a toolkit to teachers including game-based formative assessments and the ability to set a lesson to ‘student-paced mode’, meaning that every child can be challenged at all times.

Keynote affords children the opportunity to create a portfolio of their progress in all subjects but this has currently been focused on those where physical skills can often be hard to document (P.E, Technology, Art, Science etc.).

The school has also successfully transferred from Cisco Meraki, a platform which had no longer become fit for purpose and it didn't meet our safeguarding and capacity requirements, to Jamf School. Since the move, managing the iPads has become far more efficient but chiefly, class teachers automatically have the ability to directly monitor and control student devices.

“Your school was recommended to me by a colleague. They said that your use of iPads was really quite incredible and I wondered if it was possible to come along with our school's computing lead and see how you use them with the pupils?” Request to visit our school

TARGETTED

Additional staff have have been trained to deliver the Nuffield Early Language Intervention programme. 2 adults were trained to deliver the NELI programme in the last academic year and a further 2 trained in September 2022. This allowed children to complete the 20 week programme who had transitioned to Year 1 (from Reception) whilst also having capacity to maintain provision in Reception for the academic year 2022 - 2023. There are 11 children, which included 4 pupils who are pupil premium eligible, who received 10 weeks of the intervention in the last academic year before completing the programme in the Autumn Term 2022.

	Language Screen total percentile rank November 2021	Language Screen total percentile rank November 2022
Pupil A	11	46
Pupil B	21	67
Pupil C	13	32
Pupil D	15	25

Communication data indicated that prior to having Talk Boost intervention 23 out of a cohort of 52 nursery children (2021) were identified as being below their chronological age or a cause for concern(44%). In September 2022, 9 (3 pupil premium) of the children who were part of a Talk Boost intervention group were identified through the NELI baseline as requiring further intervention, this academic year. In addition there are a further 3 pupils, one of whom is pupil premium eligible, who are on the SEND register and will receive individual programmes to meet their learning need.

WIDER

To ensure the behaviour and attitudes of the pupils at Sandford Hill remain outstanding all staff have received, high quality training (from an external behaviour specialist Hannah Hall) which focussed on the importance of relationships. Staff have a secure knowledge and understanding of the lives of pupils who are eligible for the pupil premium and are able to help them move forward, contributing to their attainment and emotional well-being. Pupils speak positively, about the impact ‘meeting and greeting’ is having on them.

“It makes me smile, I like it. There are more grown-ups I walk past who say good morning, this year.”

“Adults say good morning. It makes my day because if I walked in without someone speaking it would make my day sad but if the y say have a good day, for example, it makes my day, as well as warm inside and happy.” Pupil feedback (Behaviour survey Autumn Term 2021)

Parental survey April 2022 318 responses	Strongly Agree	Agree	Disagree	Strongly Disagree
My child is happy at school	84%	15%	1%	0%
My child is safe at school	91%	8%	1%	0%
Adults expect my child to work hard and to show thoughtfulness and respect	96%	4%	0%	0%

Key also to achieving a calm, safe and secure school has been the creation of a Home Hub. The Home Hub register averages around 60 pupils who are being supported socially, emotionally and mentally, of which approximately two thirds are children who are eligible for the pupil premium. Our school’s senior inclusion assistant has successfully completed Emotional Literacy Support Assistant training to further enhance the support we are able to give to our most vulnerable children. Case studies, which include a pupil premium child in reception, a pupil premium child in Year 3 and a looked after child in Year 6 are an example of the positive impact the hub is having on the lives of our pupils.

“Thank you for completing another detailed e-PEP for [REDACTED]. What a little superstar they are! It was very heart-warming to hear how exceptionally well they has been doing and to virtually meet them. The progress they have made emotionally, and academically is due to the excellent support and understanding shown by adults around [REDACTED], at home and school. It is clear school are able to plan targeted interventions to support [REDACTED] since they have a positive relationship with them.” Feedback from the Virtual School

The Inclusion Leader has attended DfE senior mental health lead training to further develop their knowledge and skills. In addition, the Inclusion Leader and the Senior Inclusion Assistant have attended Mental Health First Aiders (MHFA) training. MHFA are trained in the same way as general first aiders. They are trained to approach, assess and assist any child experiencing difficulties; to listen and communicate non-judgmentally; give support and information and to encourage the young person to get the appropriate professional help and further support.

At the end of the first half of the Autumn Term 2021, pupils in reception accounted for more than half of the total number of severe unacceptable behaviour incidents recorded in school. From November 2021 practice, as well as the curriculum, was adjusted with an intent to meet the personal, social and emotional development needs of the children. Funding was used to employ two additional teaching assistants. However staff absence (as a result of COVID) and the departure of a reception teaching assistant negated the newly appointed adults. Nevertheless, progress was made in those areas of the early years curriculum that will help the children to become a good learner.

“The curriculum and structure of the lessons are designed to ensure they meet the needs of all the children including those that are disadvantaged and those with SEND.” Local Authority monitoring visit May 2022

Working at the standard	Listening, attention and Understanding	Self-regulation	Managing self	Building relationships
Entry to reception 19 PP pupils	7	7	9	7
End of reception 19 PP pupils	14	13	13	14
Entry to reception 40 Not PP pupils	20	19	18	20
End of reception 40 Not PP pupils	31	30	34	37

Following the closure of local children’s centres, and there being a need to support families of pre-school children so that a higher percentage are ‘school ready’, there was an intention to create an Early Years Family Support Worker role but this has not been implemented.

The reasons for this include the:

- impact of COVID (particularly in the Autumn Term and Spring Term) on staff absence;
- inability to recruit teaching assistants has meant that staff deployment has had to be revised;
- implementation of NELI taking more time than anticipated;
- admitting, to nursery, of a pupil, who requires 1-to-1 support. This was not planned for but the pupil’s need has had to be met; and
- admissions process being unable to notify schools of those parents who have chosen (and been allocated a place at) Sandford Hill Primary until May.

Although in the 2020 – 2021 academic year there were some opportunities for wider visits, (which included a Year 6 outdoor education residential, the Stoke on Trent dance festival, Young Voices, Year 3 (recorders) and Year 5 (brass) playing alongside the Halle Orchestra in a concert at the local theatre, and the return of competitive sport, only since September 2022 has our core offer resumed following covid. To support all parents, given the cost of living, all visits to support the curriculum (including the wider curriculum) are being heavily subsidised. (See school social media) Two members of staff have successfully completed EVOLVE training. They now work alongside teachers in producing risk assessments prior to a visit

“Congratulations! Stoke-on-Trent City Music Service would like to celebrate the value that you place on music in your school by inviting you to become a Music Mark School.”

Our school has a nominated leader who has attended and successfully completed Forest School Practitioner, Level 3 training. Provision in the Summer Term 2021 was targeted at the personal, social and emotional development of Reception pupils. This cohort, who are now in Year 1, continue to attend a weekly forest school lesson. Forest school (in addition to the John Muir Club) is also an activity that takes place after school for invited pupil premium pupils. The activities, for example den building, are having a positive impact on resilience of pupils.

In 2018 - 2019 our school was in the lowest 20% of schools with a similar level of deprivation, for persistent absence. Our system for tracking and monitoring attendance has been revised and updated, this year, as we strive to achieve the attendance data which is at least in line with that achieved pre-covid. Four looked after children who attend our school, for the academic year 2020 -2021, had attendance of 94.2%, 99.2%, 100.0% and 93.6%.

Pupil Group	Attendance	Persistent Absence
All pupils	93.6%	17.1%
Pupil premium	93.2%	18.8%
Not pupil premium	93.2%	19.6%
Girls	93.2%	19.6%
Boys	93.2%	18.8%
EAL	93.5%	17.7%
Not EAL	92.9%	20.6%
SEND	93.4%	17.9%
Not SEND	93.0%	20.3%

Externally provided programmes Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
National School Breakfast Programme	Family Action
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Maths Circle

Service pupil premium funding (optional) For schools that receive this funding, you may wish to provide the following information

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

1. Through developing our internal and external facilities, we aim to enhance the experiences of our pupils across the curriculum. Recent construction works allows food technology to be taught in a purpose built room. Our next projects, which are planned for this year, include:

- converting a classroom, and equipping it, specifically for the teaching of science and art. It will also be used for extra-curricular activities;
- a sensory space, in the Home Hub, to help pupils develop self-regulation and support the work of the Inclusion Team;
- constructing a large polytunnel which will further improve learning opportunities in science and PSHE. It will also be used for extra-curricular activities; and
- replacing our all-weather Redgra with a 3G artificial pitch to provide a safe and high quality surface for:
 - the teaching of curriculum PE;
 - supporting our school offer of a wide-range extra-curricular physical activities to boost well-being, confidence and resilience; and
 - providers to deliver holiday activities for our disadvantaged pupils.

2. We will work with The Hubb Foundation which is an independent and socially-inclusive charity dedicated to supporting families and communities in creating happy, healthy school holidays for disadvantaged pupils. Through a number of different projects, the Hubb work with a broad range of businesses and organisations across Stoke-on-Trent to give disadvantaged pupils and their families the opportunity to access much-needed free provision.

Planning, implementation and evaluation

The EEF's families of schools database, which shows the performance of disadvantaged pupils in schools similar to ours 2017 – 2019, highlights that over the 3-year period, at the expected standard and at greater depth, Sandford Hill has cohorts of disadvantaged pupils at the end of Year 6 who have performed well.

In planning our new pupil premium strategy, we have triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by our disadvantaged pupils, particularly those in specific cohorts of pupils whose achievement is falling below that of pupils who came before them.

We are highly reflective and have looked at a number of reports, studies and read books about addressing educational disadvantage. As well as this, we seek opportunities to attend online courses, offered through research schools, which have a focus on the impact of socio-economic disadvantage on learning.

We will continue to use EEF guidance through the implementation of the activities detailed in our strategy and devote quality time to the evaluation process. Whilst giving time for our actions to show impact, we will also be prepared to adjust actions where things are not working in order to secure the very best outcomes for our pupils.